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## ABSTRACT

A study examined the English-language-based study skills problems of 44 Indonesian and 57 Malaysian students studying at Indiana University, Bloomington. The Indonesian and Malaysian student groups represented non-Commonwealth and Commonwealth students sharing the same native language roots but differing in terms of previous exposure to the English language. Data included responses to a questionnaire. Results of chi-square tests indicated that the following dependent variables had significant associations with some specific English-language-based study skills problems: (1) length of stay in the United States; (2) prior residence in an English-speaking country; and (3) prior use of English as the medium of learning. Results of t-tests indicated that the subjects' problems differed significantly in terms of the following independent variables: educational level; prior use of English as a medium of instruction; residence in an English-speaking country before beginning studies in the United States; and length of stay in the United States. Findings suggest that serious English-language-based study skills problems existed for the student population and that there was an urgent need for training in the problem areas identified. Further research is needed to learn more about students' coping strategies, teacher perceptions, problems of other nationality groups, and effect on final performance in the course. (The questionnaire is attached.) (RS)

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ED 384 028

THE MAJOR QUANTITATIVE FINDINGS OF A STUDY OF THE  
ENGLISH LANGUAGE-BASED STUDY SKILLS PROBLEMS OF TWO  
GROUPS OF FOREIGN STUDENTS AT AN AMERICAN UNIVERSITY.

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## **Abstract:**

This report includes the major findings of a study of the English language-based study skills problems of 44 Indonesian and 57 Malaysian students studying at Indiana University, Bloomington. The Indonesian and Malaysian student groups represented non-Commonwealth and Commonwealth students sharing the same native language roots but differing in terms of previous exposure to the English language. Data included responses to a questionnaire. The study revealed that most of the Indonesian and Malaysian students who participated in this study had, despite their TOEFL scores acceptable to the university, some kind of English language-based study skills problems while studying at Indiana University, Bloomington. The results of chi-square tests indicated that the following independent variables had significant associations with some specific English language-based study skills problems: (1) length of stay in the U.S.; (2) prior residence in an English-speaking country; and (3) prior use of English as the medium of learning. Results of t-tests indicated that the subjects' problems differed significantly in terms of the following independent variables: (1) educational level; (2) prior use of English as a medium of instruction; (3) residence in an English-speaking country before beginning studies in the U.S.; and (4) length of stay in the U.S. The study concluded that serious English language-based study skills problems existed for the student populations and that there was an urgent need for training in the problem areas identified in this study. It also stressed the need for further research.

## **Introduction:**

This report presents the major quantitative findings of a Ph.D. dissertation study completed by the author in 1991 at Indiana University, Bloomington. The findings of this study were presented at a seminar at the English Language Center, King Abdul Aziz University, Jeddah, Saudi Arabia, in February, 1992. They were presented again at the EFL Skills Conference organized by the Center for Adult and Continuing Education, the American University in Cairo, Cairo, Egypt, in December, 1994. The qualitative findings including those concerning the causes of the subjects' English language-based study skills problems and their coping strategies are not included in this report.

## THE PROBLEM

Research on foreign students has sought to understand how, and how well, the process of education abroad functions, what problems it generates, and how useful the knowledge and skills acquired are perceived to be by the students concerned, their sponsors, and those who hope to benefit from their future work (Spaulding & Flak, 1976). Studies conducted in the United States have focused on the following areas: (1) comparisons of nationality groups of foreign students; (2) interactions between American and foreign students; (3) psychological and social impact of the sojourn on the foreign student; (4) the relationship of academic achievement to attitudes and adjustment of foreign students; (5) what happens to foreign students on returning home; (6) admission and academic performance of foreign students; (7) foreign students' adjustment problems, and the process of their adaptation and coping.

Previous research and related literature also indicate that foreign students encounter, among other problems related to adjustment and coping, English language and study skills problems (Erickson, 1970; Lozada, 1970; Sen, 1970; Win, 1971; Holes, 1972; Payind, 1977; de Winter-Hebron, 1984; Heikinheim & Shute, 1986; and Moore, 1987).

However, there is currently no extensive study documenting the nature and extent of the English language-based study skills problems, the probable causes of such problems and the successful coping strategies of foreign students in the United States. A systematic and in-depth study is needed in order to identify and analyze these problems. Therefore, this study was an attempt to identify and analyze the English language-based study skills problems of the Indonesian and Malaysian students at a major American state university. It sought to answer the following specific questions:

1. What are the major English language-based study skills problems of the Indonesian and Malaysian students at a major American state university?
2. Are there any significant associations/relationships between the students' English language-based study skills problems and the following 12 independent variables: (1) nationality; (2) age; (3) field of study; (4) gender; (5) marital status; (6) educational level; (7) prior use of English as the medium of learning; (8) prior use of textbooks in English; (9) speaking English at home; (10) prior residence in an English-speaking country; (11) length of learning English; and (12) length of stay in the US?

3. Do the English language-based study skills problems of the Indonesian and Malaysian students differ in terms of the above-mentioned 12 independent variables?

The study sought to prove/test the following assumption and twelve hypotheses.

The Assumption:

A significantly high percentage of the Indonesian and Malaysian students have English language-based study skills problems while studying in American universities.

The Hypotheses:

Hypothesis # 1: There is a significant association between subjects' personal and academic characteristics and English language-based study skills problems.

Hypothesis # 2: There is a significant difference between the problems of the two nationality groups.

Hypothesis # 3: There is a significant difference between the problems of the two age groups of students.

Hypothesis # 4: There is a significant difference among the problems of the four student groups based on field of study.

Hypothesis # 5: There is a significant difference between the problems of the male and female students.

Hypothesis # 6: There is a significant difference between the problems of the married and single students.

Hypothesis # 7: There is a significant difference between the problems of the graduate and undergraduate students.

Hypothesis # 8: There is a significant difference between the problems of the two student groups based on previous use/lack of previous use of English as the medium of learning in the home country.

Hypothesis # 9: There is a significant difference between the problems of the two student groups based on their previous use/lack of previous use of textbooks in English.

Hypothesis # 10: There is a significant difference between the problems of the two student groups based on their practice of speaking/lack of practice of speaking English at home.

Hypothesis # 11: There is a significant difference between the problems of the two student groups based on residence/lack of residence in an English-speaking country before beginning studies in the U.S.

Hypothesis # 12: There is a significant difference between the problems of the two student groups based on length of learning English.

Hypothesis # 13: There is a significant difference between the problems of the two student groups based on length of stay in the U.S.

## METHODOLOGY

The setting for conducting this study was Indiana University, Bloomington. The subjects were the Indonesian and Malaysian students enrolled in Indiana University, Bloomington, in the Spring semester of 1989-1990.

A 34-item questionnaire was used to collect the quantitative data from 44 Indonesian and 57 Malaysian graduate and undergraduate students enrolled in the Spring semester of 1989-1990 in Indiana University, Bloomington. A questionnaire respondent was asked to indicate the degree of severity of a specific problem on a 4-point scale:

- 1 = no problem
- 2 = very minor problem
- 3 = somewhat serious problem
- 4 = very serious problem

### Reliability of the Questionnaire Data:

The test/re-test procedure was employed to determine the reliability of the results from the questionnaire. The same questionnaire was re-administered to randomly selected subgroups of the main population. That is, an individual who had already responded to the questionnaire was asked to complete it again. The time gap between the first and second administrations of the questionnaire was two weeks. A high reliability coefficient ( $r = .7894$ ,  $p < .000$ ) was found.

## THE MAJOR FINDINGS

### An Assumption:

An assumption was made that the Indonesian and Malaysian students had English language-based study skills problems. An item-wise analysis of the questionnaire data indicated that significant percentages of the students reported that they had English language-based study skills problems. The percentages of students who reported having problems of some kind ranged from 48.5% to 83.2%. 23 problem areas were identified through the questionnaire. The following is a list of the problems along with the percentages of students who indicated having problems.

Language-based Problems	Percent of Students who Reported Having Problems
1. Informal conversation	60.4%
2. Fluency	77.2%
3. Vocabulary for oral communication	76.3%
4. Pronunciation	76.3%
5. Making one's thoughts clear	79.2%
6. Understanding American English	59.4%
7. Understanding classroom lectures	48.5%
8. Asking questions in the classroom	67.3%
9. Understanding answers and comments	63.4%
10. Academic discussions	79.2%
11. Oral presentation	80.2%
12. Non-verbal communication	66.3%
13. Talking with the professor	65.3%



14. Reading textbooks	52.5%
15. Performing large quantities of reading	72.3%
16. Reading vocabulary	63.4%
17. Study habit	69.3%
18. Writing term papers	80.2%
19. Writing short reports, projects or any course-related assignments	77.2%
20. Paraphrasing	75.2%
21. Writing quickly	72.3%
22. Writing concisely	83.2%
23. Vocabulary for writing	73.3%

#### HYPOTHESIS 1:

The study sought to identify whether or not there were any significant associations/relationships between the 12 independent variables and the overall as well as specific problems. Only three of the 12 independent variables were found to have significant associations/relationships with the subjects' English language-based study skills problems. These independent variables were: (a) length of stay in the US; (b) prior residence in an English-speaking country; and (c) prior use of English as the medium of learning.

#### (a) LENGTH OF STAY IN THE US:

Length of stay in the US was found to be the most important independent variable because of its significant association/relationship with the overall problems as well as with the highest number (eleven) of the specific problems. The results of the chi-square tests showing the significant associations/relationships are described here.

### LENGTH OF STAY AND OVERALL PROBLEMS:

A significantly higher percentage (92.2%) of the Indonesian and Malaysian students whose length of stay in the US. was below the overall average reported having problems than the percentage (66.6%) of students whose length of stay in the US was at or above the overall average length of stay:

$$\chi^2(3, N = 101) = 10.19108, p < .05$$

### LENGTH OF STAY AND SPECIFIC PROBLEMS:

#### (1) Having an Informal Conversation in English:

A significantly higher percentage (i.e., 81.5%) of the students whose length of stay in the US was below the overall average reported having problems than percentage (50.8%) of students whose length of stay in the US was at or above the overall average:

$$\chi^2(3, N = 101) = 11.09, p < .05$$

#### (2) Vocabulary for Verbal Communication:

A significantly higher percentage (i.e., 89.5%) of the students whose length of stay in the US was below the overall average reported having problems than percentage (i.e., 68.3%) of students whose length of stay was at or above the overall average:

$$\chi^2(3, N = 101) = 8.03, p < .05$$

#### (3) Making One's Ideas Clear to Native Speakers:

A significantly higher percentage (i.e., 92.1%) of students whose length of stay in the US was below the overall average reported having problems than percentage (i.e., 71.4%) of students whose length of stay in the US was at or above the overall average:

$$\chi^2(3, N = 101) = 10.29, p < .05$$

(4) Understanding Americans at Their Normal Speed of Speaking:

A significantly higher percentage (i.e., 76.3%) of students whose length of stay in the US was below the overall average reported having problems than percentage (49.2%) of students whose length of stay in the US was at or above the overall average:

$$\chi^2(3, N = 101) = 9.62, p < .05$$

(5) Understanding Classroom Lectures:

A significantly higher percentage (65.8%) of students whose length of stay in the US was below the overall average reported having problems than the percentage (38.1%) of students whose length of stay in the US was at or above the overall average:

$$\chi^2(3, N = 101) = 7.57, p < .05$$

(6) Asking Questions in the Classroom:

A significantly higher percentage (89.5%) of students whose length of stay in the US was below the overall average reported having problems than percentage (54.0%) of students whose length of stay in the US was at or above the overall average:

$$\chi^2(3, N = 101) = 15.81, p < .05$$

(7) Reading Textbooks:

A significantly higher percentage (68.4%) of students whose length of stay in the US was below the overall average reported having problems than percentage (42.8%) of students whose length of stay in the US was at or above the overall average:

$$\chi^2(3, N = 101) = 6.75, p < .05$$

(8) Vocabulary for Understanding Textbooks:

A significantly higher percentage (81.6%) of students whose length of stay in the US was below the overall average reported having problems than percentage (52.4%) of students whose length of stay in the US was at or above the overall average:

$$\chi^2(3, N = 101) = 9.28, p < .05$$

## (9) Writing Term Papers:

A significantly higher percentage (94.7%) of students whose length of stay in the US was below the overall average reported having problems than percentage (71.5%) of students whose length of stay in the US was at or above the overall average:

$$\chi^2(3, N = 101) = 20.97, p < .05$$

## (10) Writing Short Reports, Projects and Class Assignments:

A significantly higher percentage (94.8%) of students whose length of stay in the US was below the overall average reported having problems than percentage (66.7%) of students whose length of stay in the US was at or above the overall average:

$$\chi^2(3, N = 101) = 20.27, p < .05$$

## (11) Writing Quickly:

A significantly higher percentage (92.2%) of students whose length of stay in the US was below the overall average reported having problems than percentage (60.3%) of students whose length of stay in the US was at or above the overall average:

$$\chi^2(3, N = 101) = 12.89, p < .05$$

## (b) PRIOR RESIDENCE IN AN ENGLISH-SPEAKING COUNTRY:

Residence in an English-speaking country before beginning studies in the US was found to be the second most important academic variable because it had statistically significant associations with the second highest number (six) of the specific problems. The results of the chi-square tests are described here.

## (1) Having an Informal Conversation in English:

A significantly higher percentage (68.9%) of the students who had not resided in an English-speaking country before beginning studies in the US reported having problems than percentage (41.6%) of students who had resided in an English-speaking country before beginning studies in the US:

$$\chi^2(3, N = 101) = 11.09, p < .05$$

## (2) Speaking Fluently in English:

A significantly higher percentage (64.4%) of the students who had not resided in an English-speaking country before beginning studies in the US reported having problems than percentage (54.1%) of the students who had resided in an English-speaking country before beginning studies in the US:

$$\chi^2(3, N = 101) = 10.44, p < .05$$

## (3) Vocabulary for Verbal Communication:

A significantly higher percentage (84.4%) of the students who had not resided in an English-speaking country before beginning studies in the US reported having problems than percentage (50.0%) of students who had resided in an English-speaking country before beginning studies in the US:

$$\chi^2(3, N = 101) = 12.08, p < .05$$

## (4) Pronouncing English So That Native Speakers Could Understand:

A significantly higher percentage (83.1%) of students who had not resided in an English-speaking country before beginning studies in the US reported having problems than percentage (54.1%) who had resided in an English-speaking country before beginning studies in the US:

$$\chi^2(3, N = 101) = 9.29, p < .05$$

## (5) Participating in Whole-class Discussions:

A significantly higher percentage (84.5%) of students who had not resided in an English-speaking country before beginning studies in the US. reported having problems than percentage (62.5%) of students who had resided in an English-speaking country before beginning studies in the US.:

$$\chi^2(3, N = 101) = 8.94, p < .05$$

## (6) Vocabulary for Understanding Textbooks:

A significantly higher percentage (70.1%) of students who had not resided in an English-speaking country before beginning studies in the US. reported having problems than percentage (41.7%) of students who had resided in an English-speaking country before beginning studies in the US.:

$$\chi^2(3, N = 101) = 7.1, p < .05$$

## (c) PRIOR USE OF ENGLISH AS THE MEDIUM OF LEARNING:

Prior use of English as the medium of learning in the home country was found to be the third most important academic variable because it had statistically significant associations with the third highest number (four) of the problems.

## (1) Speaking Fluently in English:

A significantly higher percentage (82.1%) of students who had not previously used English as the medium of instruction reported having problems than percentage (67.7%) of students who had previously used English as the medium of learning:

$$\chi^2(3, N = 101) = 7.89, p < .05$$

## (2) Writing Quickly:

A significantly higher percentage (77.7%) of the students who had not previously used English as the medium of learning reported having problems than percentage (61.7%) of students who had previously used English as the medium of learning:

$$\chi^2(3, N = 101) = 7.79, p < .05$$

## (3) Writing Concisely in English:

A significantly higher percentage (89.6%) of the students who had not used English as the medium of learning reported having problems than percentage (70.6%) of students who had used English as the medium of learning in their home country:

$$\chi^2(3, N = 101), 7.95, p < .05$$

## (4) Vocabulary for Writing:

A significantly higher percentage (83.3%) of students who had not used English as the medium of learning in their home countries reported having problems than the percentage (55.9%) who had used English as the medium of learning:

$$\chi^2(3, N = 101), 10.34, p < .05$$

Hypotheses 2-13:

The study sought to determine (through statistical analysis) whether or not the English language-based study skills problems of the Indonesian and Malaysian students differed in terms of the 12 personal and academic variables such as nationality, age, gender, educational level, and so on.

Only four of the 12 personal and academic variables were important in their contribution to differences in the subjects' overall English language-based study skills problems. These variables were students' educational level; previous use of English as the medium of learning in the home country; residence in an English-speaking country before beginning studies in the US; and length of stay in the US. The results of the t-tests that showed significant differences are described here.

## (1) EDUCATIONAL LEVEL:

The mean score for the undergraduate students ( $M = 1.9996$ ) was significantly higher than the mean score for the graduate students ( $M = 1.7666$ ,  $t(99) = 2.13$ ,  $p < .05$ ).

(2) PRIOR USE OF ENGLISH AS THE MEDIUM OF LEARNING:

The mean score for students who had not previously used English as the medium of learning ( $M = 2.0010$ ) was significantly higher than the mean score for students who had previously used English as the medium of learning ( $M = 1.7638$ ),  $t(99) = 2.17$ ,  $P < .05$ .

(3) PRIOR RESIDENCE IN AN ENGLISH-SPEAKING COUNTRY:

The mean score for students who had not resided in an English-speaking country before beginning studies in the US ( $M = 1.9950$ ) was significantly higher than the mean score for students who had resided in an English-speaking country before beginning studies in the US ( $M = 1.6842$ ),  $t(99) = 2.58$ ,  $p < .05$ .

(4) LENGTH OF STAY IN THE US:

The mean score for students who had been in the US for a period of time below the overall average length of stay ( $M = 2.15337$ ) was significantly higher than the mean score for students who had been in the US for a period of time at or above the overall average length of stay ( $M = 1.7809$ ),  $t(99) = 3.63$ ,  $p < .05$ .



## CONCLUSIONS

The study concluded that a great majority of the Indonesian and Malaysian students at Indiana University had English language-based study skills problems in the following areas: (1) informal conversation; (2) fluency; (3) vocabulary for oral communication; (4) pronunciation; (5) making one's thoughts clear; (6) understanding American English; (7) asking questions in the classroom; (8) understanding answers and comments in the classroom; (9) participating in academic discussions; (10) giving oral presentations; (11) non-verbal communication in the classroom; (12) talking with the professor; (13) reading textbooks; (14) performing large quantities of reading; (15) reading vocabulary; (16) study habit; (17) writing term papers; (18) writing short reports, projects or any course-related assignments; (19) paraphrasing; (20) writing quickly; (21) writing concisely; and (22) vocabulary for writing. Additionally, 48.5% of the total population reported having problems understanding classroom lectures.

The study also attempted to identify other dimensions of the English language-based study skills problems of the Indonesian and Malaysian students at Indiana University, Bloomington.

First, a t-test indicated that there was no significant difference between overall problems of the Indonesian and Malaysian nationality groups at Indiana University.

Second, a t-test showed that the Indonesian and Malaysian undergraduate students had significantly more severe problems than the graduate students.

Third, a t-test showed that the Indonesian and Malaysian students who had not used English as the medium of learning in the home country encountered significantly greater problems than those who had.

Fourth, a t-test showed that the Indonesian and Malaysian students who had not resided in an English-speaking country before beginning studies in the US had significantly greater problems than those who had.

Fifth, the Indonesian and Malaysian students who had been in the US for a period of time below the overall average length of stay had significantly more severe problems than those who had been in the US for a period of time at or above the overall average length of stay.

Finally, results of chi-square tests indicated that students' length of stay in the US. had significant associations with the overall as well as some specific problems. Also, results of chi-square tests indicated that residence in an English-speaking country before beginning studies in the US. and prior use of English as the medium of learning had significant associations with some specific problems.

## RECOMMENDATIONS

### What Do the Findings Mean?

The findings of the study mean that English language-based study skills problems existed for a high percentage of the Indonesian and Malaysian students at Indiana University, Bloomington. They indicate an urgent need for further research and training concerning the English language-based study skills problems of the Indonesian and Malaysian students studying in American universities. What can be done to help alleviate these problems of the Indonesian and Malaysian students studying in Indiana University in particular and in other American universities in general? The following recommendations are made:

#### A. Recommendations to Students:

- (1) The Indonesian and Malaysian students who will come to study in the US will find it helpful if they learn about American professors and their academic standards, attitude, and expectations about students in higher education. A great majority of them are perhaps ignorant about these aspects.
- (2) Students need to clearly communicate with their American professors by going to their offices and explaining their academic problems, particularly, their problems of verbal and non-verbal communication involving participation in academic discussions, asking questions, and so on.

#### B. Recommendations to American Professors:

American professors should make an effort to understand the Indonesian and Malaysian students, their cultural and ethnic backgrounds, prior learning methods and adjustment problems associated with their study in the USA. They should show empathy for the students' problems including language problems. Further, they should encourage Indonesian and Malaysian students not only to work hard but also to participate in the classroom and discuss course-related matters in informal meetings.

### C. Recommendations to the International Student Services at Indiana University:

- (1) The Indonesian and Malaysian students need to develop the knowledge, skills and strategies for using English as the medium of learning. Hence, English language-based reading and study skills, not just general language skills, must be taught. A half-semester course in reading and study skills should be made mandatory for students who need it. Instruction should concentrate on the development of skills and strategies concerning English vocabulary development; verbal and non-verbal communication with Americans, particularly in the context of learning; learning from classroom lectures; and efficient academic reading and writing. Instruction should take into consideration differences in students' needs and problems. Wherever necessary, remedial services should be made available to students.
- (2) The university should organize social and cultural events in which the Indonesian and Malaysian students are encouraged to participate. The purpose should be to help increase students' understanding of American life and society.

### D. Recommendations to the Governments/Sponsors of the Indonesian and Malaysian Students:

The governments/sponsors of the Indonesian and Malaysian students should provide students with training in how to use English as the medium of learning. For example, students should be taught how to communicate in the classroom, participate in academic discussions, efficiently read textbooks and materials, take notes from classroom lectures, write academic English and term papers. The instructors should present video-tapes of American classroom lectures, classroom interaction, and samples of textbook annotation technique, lecture note-taking technique (e.g., the Cornell System of Note-taking), and term papers.

#### E. Recommendations for Future Research:

- (1) Further research is needed to learn more about the coping strategies of the Indonesian and Malaysian students. A study involving the use of a questionnaire and in-depth personal interviews on coping strategies can indicate whether or not the two nationality groups differ significantly.
- (2) Future research on the perceived English language-based study skills problems of the Indonesian and Malaysian students should obtain teacher perceptions of the students' problems. Two techniques can be used for this purpose: a survey questionnaire and personal interviews.
- (3) Further research on the Indonesian and Malaysian students at other American institutions of higher education is needed to confirm or reject the conclusions of the present study.
- (4) It would be of significance to conduct a study to compare and contrast the English language-based study skills problems of the Indonesian and Malaysian students with those of other nationality groups.
- (5) Further research is needed to determine whether or not foreign students' English language-based study skills problems have relevance to their final performance (i.e., GPA scores).
- (6) Although, in the test/re-test for reliability, the value of  $r$  (.7894,  $p < .000$ ) for the overall scores was significant, the SPEARMAN CORRELATION COEFFICIENTS for the following items of the questionnaire were not significant: 19, 21, 22, 23, 24, 26 and 29. What could be the possible reasons for not finding significant correlation coefficients for these items? One explanation can be that the structure of the items that did not obtain significant correlation coefficients may have been complex or ambiguous. Students may not have understood the items. A form of the questionnaire revised for simplicity and brevity might be tested to see whether structure of items and length of the instrument affect results.

Appendix

THE QUESTIONNAIRE

SECTION I: YOUR PERSONAL AND ACADEMIC CHARACTERISTICS

PLEASE RESPOND TO THE FOLLOWING ITEMS AS COMPLETELY AS POSSIBLE.

1. Your home country? \_\_\_\_\_

2. Your date of birth? \_\_\_\_\_

3. Your field of study? \_\_\_\_\_

4. Your sex? (Check ☒ )

male \_\_\_\_\_  
female \_\_\_\_\_

5. Your marital status? (Check ☒ )

married \_\_\_\_\_  
single \_\_\_\_\_

6. Your academic level? (Check ☒ )

Ph.D. \_\_\_\_\_  
Master's \_\_\_\_\_  
Undergraduate \_\_\_\_\_

7. Did you use English as the medium of instruction in your home country? (check ☒ )

Yes \_\_\_\_\_ No \_\_\_\_\_. If the answer is yes, how long? (Enter number of years/months)

\_\_\_\_\_ years \_\_\_\_\_ months

8. Did you use textbooks in English for previous studies in your present field? (Check ☒ )

Yes \_\_\_\_\_ No \_\_\_\_\_

9. Was English spoken in your home either as a first or second language? (Check ☒ )

Yes \_\_\_\_\_ No \_\_\_\_\_

Please go to next page

10. Had you resided in an English-speaking country before you began your studies in the U.S.? (Check ☒ )

Yes \_\_\_\_ No \_\_\_\_

If the answer is yes, how long? (Enter number of years/months)

Years \_\_\_\_ and months \_\_\_\_

11. How long have you studied English as a language? (Enter number of years/months)

\_\_\_\_ years and \_\_\_\_ months

12. How long have you been in the U.S.? (Enter number of years/months)

\_\_\_\_ years and \_\_\_\_ months

Please go to next page

## SECTION II: YOUR ENGLISH LANGUAGE-BASED SKILLS

### DIRECTIONS:

PLEASE READ EACH STATEMENT CAREFULLY. CIRCLE A NUMBER TO INDICATE WHAT LEVEL OF THE PROBLEM MOST APPROPRIATELY DESCRIBES YOU.

The four different levels of each problem are designated as follows:

Scale: 1--4

- 1 = I have no problem
- 2 = I have a very minor problem
- 3 = I have a somewhat serious problem
- 4 = I have a very serious problem

### A. VERBAL AND NON-VERBAL COMMUNICATION:

#### General Communication

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Having a smooth informal conversation in English                              | 1 | 2 | 3 | 4 |
| 2. Speaking fluently in English  | 1 | 2 | 3 | 4 |
| 3. Having an adequate English vocabulary for effective verbal communication      | 1 | 2 | 3 | 4 |
| 4. Understanding the tone of voice of an American speaker                        | 1 | 2 | 3 | 4 |
| 5. Knowing what to say and how to say it in English while talking with Americans | 1 | 2 | 3 | 4 |
| 6. Pronouncing English so that native English speakers can understand            | 1 | 2 | 3 | 4 |
| 7. Making my ideas clear to native English speakers                              | 1 | 2 | 3 | 4 |
| 8. Understanding what is said by Americans at their normal speed                 | 1 | 2 | 3 | 4 |
| 9. Understanding American attitudes, customs and social circumstances            | 1 | 2 | 3 | 4 |

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- 1 = I have no problem  
 2 = I have a very minor problem  
 3 = I have a somewhat serious problem  
 4 = I have a very serious problem

### Classroom Communication

- |  |         |
|--|---------|
| 10. Understanding classroom lectures<br>in English   | 1 2 3 4 |
| 11. Asking questions in English in<br>the classroom  | 1 2 3 4 |
| 12.. Understanding answers and comments<br>given by native English speakers<br>to questions in the classroom | 1 2 3 4 |
| 13. Participating in whole class<br>discussions in English   | 1 2 3 4 |
| 14. Participating in group discussions<br>in English   | 1 2 3 4 |
| 15. Giving speeches/oral reports in<br>English   | 1 2 3 4 |
| 16. Hand-raising, making eye<br>contact, smiling, etc. in<br>classroom communication                         | 1 2 3 4 |
| 17. Feeling comfortable in<br>talking with an American<br>instructor in the classroom                        | 1 2 3 4 |

### B. ACADEMIC READING IN ENGLISH

- |   |         |
|---|---------|
| 18. Reading college-level textbooks<br>in English   | 1 2 3 4 |
| 19. Performing large quantities of<br>reading in English within a<br>short period of time for any<br>given course | 1 2 3 4 |
| 20. Understanding written<br>requirements for a course  | 1 2 3 4 |
| 21. Having an adequate English<br>vocabulary to understand<br>textbooks in a course                               | 1 2 3 4 |

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22. Comprehending English words with multiple meanings 1 2 3 4

23. Employing efficient study skills (e.g., efficiently taking lecture notes and following any systematic study technique) 1 2 3 4

24. Organizing and synthesizing information for a course 1 2 3 4

#### C. ACADEMIC WRITING IN ENGLISH

25. Writing research papers in English 1 2 3 4

26. Writing reports, projects, and class assignments in English 1 2 3 4

27. Paraphrasing English passages 1 2 3 4

28. Writing quickly in English 1 2 3 4

29. Writing concisely in English 1 2 3 4

30. Meeting deadlines for written assignments 1 2 3 4

31. Having an adequate English vocabulary for writing essays/reports/letters 1 2 3 4

#### D. GENERAL PROBLEMS

32 Please comment on any English language-based problems you've encountered while studying in the U.S.

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(Please use back of page if more space is needed to elaborate)

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33 Describe, based on your personal experiences of listening and speaking, your own perception of American attitudes in communicative situations. That is, describe how they are toward you when you try to talk with them.

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(Please use back of page if more space is needed to elaborate)

34 Describe in general the kinds of problems you may have with your major department. (Be as specific as possible)

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(Please use the space below if you need to further elaborate)

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NOTE: YOUR PARTICIPATION IN THIS STUDY IS GREATLY APPRECIATED.

A COPY OF THE STUDY'S FINDINGS, CONCLUSIONS AND  
RECOMMENDATIONS WILL BE MAILED TO YOU AS SOON AS THE  
STUDY IS COMPLETED.

----- THANK YOU -----